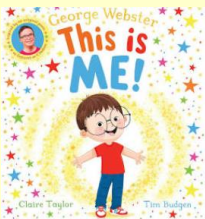


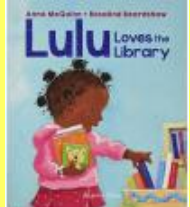
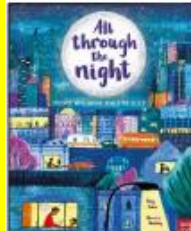
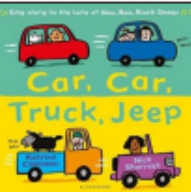
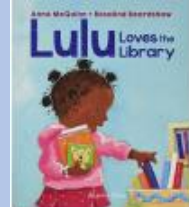
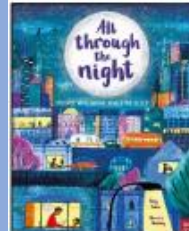
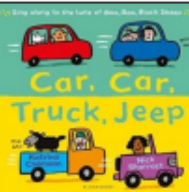


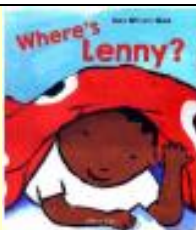
St Mawes Nursery and Reception Rolling Programme



	Autumn	Spring	Summer	Autumn	Spring	Summer
KS1 theme	Who am I?	Dress to Impress	Circle of Life	Home and Away	The Big Build	All Aboard
Main EYFS Theme	Nice to Meet You! 	Do You Remember When...? 	Ready Steady Grow 	Big Adventures with Little Feet 	How Big is Big? 	I Wonder What's at the Seaside? 
Characteristics of effective teaching and learning (CoETL)	Playing and exploring: <i>Finding out and exploring, playing with what they know, being willing to 'have a go'.</i> ➤ First-hand experiences of changes in seasons i.e. to feel drizzle, the snowflakes falling, the wind and experience natural changes in light and temperature etc. ➤ Chances to explore natural materials, a range of textures, smells, sounds etc. through hands on real experiences. ➤ Rich, stimulating and irresistible environments with open ended resources. Active Learning: <i>Being involved and concentrating, keep on trying, enjoying achieving what they set out to do.</i> ➤ Stimulating, inventive, imaginative, varied, open-ended resources which are freely available and related to the children's interests. ➤ Encourage children to work together and learn from each other to create a 'learning community'. ➤ Use photographs of previous learning readily available to discuss with children. Creating and Thinking Critically: <i>Having their own ideas, making links, choosing ways to do things.</i> ➤ Use visual prompts for the routine so that children are able to accurately predict and make connections with previous experiences. ➤ Challenge children's thinking through providing new and inspiring resources and giving children opportunities to explore these freely and make connections. ➤ Ensure there are rich opportunities for children to engage in imaginative play.					

Possible Lines of Enquiry (These mini-ideas within the themes may change or be replaced depending on child interest or fascination)	Starting school My new class Welcome to our setting (rules, routines, and boundaries) New Beginnings All About Me - What am I good at? My family Our homes/Our community PSED focus: relationships / feelings	Birthdays, what we wore when we were babies, Our World – Seasons and weather Clothes for different seasons	Plants & flowers Ourselves, What lives in our pond? Life cycles, The great outdoors, -planting beans and other seeds, Make a sculpture linked with Andy Goldsworthy Reduce, Reuse & Recycle Materials Healthy Eating	Where do we live in the UK / world? Travel and transport, Animals including minibests, and their habitats, Comparing habitats in our local environment	Buildings, Space- A Starry Night(Van Gogh) Arts & Design focus: illustration	On the water / under the water, pirates, beach safety, holidays, Where in the world shall we go? Send me a postcard! Marine life, Seaside in the past Compare now and then. Seaside art
Enrichment	Autumn Trail – local area walk. Cooking vegetable soup / bread Visit from key workers: nurse/ police officer / vet / soldier.	Spring walk - signs of spring Tadpoles Mother's Day World Book Day: March Weather experiments Weather forecast videos.	Exploring food (healthy food choices) Regrowing vegetables Drawing plants and flowers Growing plants / flowers / food from seed, bulb and plug plant including sunflower competition	Caterpillars to butterflies (Observation of growth) Building and investigating a bug hotel Forest school Where do we live? Map of the United Kingdom Creating Maps – World	Valentine's Day Winter / ice - walk Winter weather changes, Studying frost, snow, ice Ice experiment: How can we make ice? How can we melt ice the quickest? Space Art exhibition Launching rockets, Chinese New Year	Under the Sea Singing songs and sea shanties Pirate day Map work: Find the Treasure Father's Day Ice-cream at the park End of year family picnic Making a healthy lunch

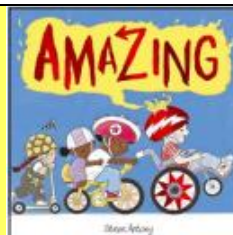
Trips and Visit	Going on a Bear Hunt in Wildlife Garden	Truro Museum – Old Toys	Newquay Zoo visit - minibeasts	Eden	Local visit	Beach Trip Heligan
Language and Communication	Communication and Language is developed throughout the year through high quality interactions through daily group discussions, circle times, stories, singing and nursery rhymes. It is closely linked with our reading and phonics.					
Nursery Rhymes	1,2,3,4,5, Once I Caught a Fish Alive A Sailor Went to Sea Baa, Baa, Black Sheep Down at the Station Pat-a-cake Row, Row, Row Your Boat Twinkle, Twinkle Little Star	Hey, Diddle, Diddle Hickory, Dickory, Dock Humpty Dumpty Incy Wincy Spider Ring-a-ring-a-roses The Grand Old Duke of York Wind the Bobbin Up	Jack and Jill Mary, Mary, Quite Contrary Miss Molly Had a Dolly One, Two, Buckle My Shoe Round and Round the Garden The Wheels on the Bus	1,2,3,4,5, Once I Caught a Fish Alive A Sailor Went to Sea Baa, Baa, Black Sheep Down at the Station Pat-a-cake Row, Row, Row Your Boat Twinkle, Twinkle Little Star	Hey, Diddle, Diddle Hickory, Dickory, Dock Humpty Dumpty Incy Wincy Spider Ring-a-ring-a-roses The Grand Old Duke of York Wind the Bobbin Up	Jack and Jill Mary, Mary, Quite Contrary Miss Molly Had a Dolly One, Two, Buckle My Shoe Round and Round the Garden The Wheels on the Bus
Reading / Phonics (3 and 4)	 	 	 	 	 	 



Listening and attending: tuning into sounds and auditory discrimination.

I can listen with increased attention to sounds.

I enjoy listening to longer stories and can remember much of what happens.



Rhythm and rhyme

I can sing a large repertoire of songs.

I can remember and sing entire songs.

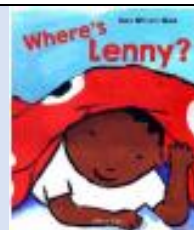
I know many rhymes. I can talk about familiar books and I can tell a long story.

I can understand the 5 key concepts about print:
-print has meaning
-print can have different purposes



I can engage in extended conversations about stories, learning new vocabulary.

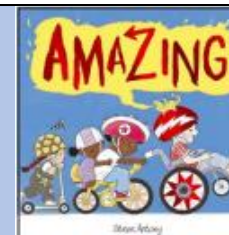
I am developing my phonological awareness so that I can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother.



Listening and attending: tuning into sounds and auditory discrimination.

I can listen with increased attention to sounds.

I enjoy listening to longer stories and can remember much of what happens.



Rhythm and rhyme

I can sing a large repertoire of songs.

I can remember and sing entire songs.

I know many rhymes. I can talk about familiar books and I can tell a long story.

I can understand the 5 key concepts about print:
-print has meaning
-print can have different purposes
-we read English text from left to right and top to bottom
-the names of the different parts of a book



I can engage in extended conversations about stories, learning new vocabulary.

I am developing my phonological awareness so that I can:
-spot and suggest rhymes
-count or clap syllables in a word
-recognise words with the same initial sound, such as money and mother.

		-we read English text from left to right and top to bottom -the names of the different parts of a book -page sequencing.			-page sequencing.	
Reception Reading/ Phonics	Reading Texts (and Writing Stimulus): The Colour Monster Elmer Only One You Hair Love Super Duper You What Makes Me A Me? Giraffe is Left Out Little Red Riding Hood Bonfire night celebrations Kipper's Party The Nativity I can show a preference for a book, song or rhyme.	Reading Texts (and Writing Stimulus): The Smartest Giant in Town Storm Little Cloud Rama and Sita The Emperor's New Clothes Aliens Love Underpants Rosie's Hat Does a Bear Wear Boots? Animal Pants I can fill in missing words from well-	Reading Texts (and Writing Stimulus): The Little Red Hen Jack and the Beanstalk The Very Hungry Caterpillar Lola Plants a Garden Ten Seeds Supertato The Runaway Pea The Extraordinary Gardener Non-fiction books on Lifecycles I use words that I know to check my	Reading Texts (and Writing Stimulus): Handa's Surprise What the Ladybird Heard Rumble in the jungle You Can't Take an Elephant on the Bus One Day On Our Blue Planet... in the Savannah Lost and Found Room on the Broom Mr Gumpy's Outing Naughty Bus The Birth of Jesus The Snowman Mog's Christmas	Reading Texts (and Writing Stimulus): Big Bear, Little Bear A Dinosaur called Tiny Big Bear, Little Brother The Boy Who Built the Boat The Little Storm Cloud Giant Tess The Gruffalo Dinosaur Bones Stomp Dinosaur Stomp How to Catch a Star How Many Mice Make an Elephant? There's a T-Rex in Town	Reading Texts (and Writing Stimulus): Sharing a Shell The Lighthouse Keeper's Lunch The Snail and the Whale Billy's Bucket Lucy and Tom at the Seaside The Pirates Next Door A First Book of the Sea There's a Beach in my Pants Changing Tides I use words that I know to check my reading makes sense. I can show interest and answer simple

	I can talk about events and characters in a story read to me. I can join in with rhymes and stories.	known rhymes. I can say rhymes by heart I can sometimes notice errors. I can repeat words or phrases to check my reading. I am beginning to notice if my reading makes sense and looks right.	reading makes sense. I can show interest and answer simple questions about the text I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG) I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)	I can show a preference for a book, song or rhyme. I can talk about events and characters in a story read to me. I can join in with rhymes and stories.	I can fill in missing words from well-known rhymes. I can say rhymes by heart I can sometimes notice errors. I can repeat words or phrases to check my reading. I am beginning to notice if my reading makes sense and looks right.	questions about the text I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
Writing (3 and 4)	I can use large-muscle movements	I can use one-handed tools and	I can draw with increasing	I can use large-muscle movements to wave	I can use a comfortable grip	I can draw with increasing complexity

	to wave flags and streamers, paint and make marks. I can use a comfortable grip with good control when holding pens and pencils. I can write some or all of my name.	equipment, for example, making snips in paper with scissors. I am beginning to show a preference for a dominant hand.	complexity and detail, such as representing a face with a circle and including details. I can write some letters accurately I can use some of my print and letter knowledge in my early writing. For example: I can write a pretend shopping list that starts at the top of the page.	flags and streamers, paint and make marks. I can use a comfortable grip with good control when holding pens and pencils. I can write some or all of my name.	with good control when holding pens and pencils. I am beginning to show a preference for a dominant hand.	and detail, such as representing a face with a circle and including details. I can write some letters accurately I can use some of my print and letter knowledge in my early writing. For example: I can write a pretend shopping list that starts at the top of the page.
Reception Writing	Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Christmas Lists Letters to Santa Name writing Shopping lists Writing initial sounds and simple captions.	Name writing, labelling Retelling stories, Letter writing Recounts Writing tricky words such as I, me, my, like, to, the. Writing CVC words,	Creating own story maps, writing captions and labels, Writing simple sentences. Writing short sentences to accompany story maps. Labels and captions – life cycles	Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Name writing and Shopping lists Writing initial sounds and simple captions. Use initial sounds to label characters and images. Names labels.	Name writing, labelling Retelling stories, Letter writing Recounts Writing tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.	Creating own story maps, writing captions and labels Writing simple sentences. Writing short sentences to accompany story maps. Labels and captions – sea creatures Character descriptions

	Use initial sounds to label characters and images. Names labels. Writing for a purpose in role play	Labels using CVC, CVCC, CCVC words.	Character descriptions	Writing for a purpose in role play.		
Maths (3 and 4)	I am developing fast recognition of up to 3 objects, without having to count them individually ('subitising'). I can show 'finger numbers' up to 5. I can talk about and identify the patterns around me. For example, stripes on clothes, designs on rugs and wallpaper. I can use informal language like 'pointy', 'spotty', 'blobs', etc. I can make comparisons between objects relating to size,	I know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). I can link numerals and amounts: for example, I can show the right number of objects to match the numeral, up to 5. I can understand position through words alone – for example, "The bag is under the table," - with no pointing.	I can experiment with my own symbols and marks as well as numerals. I can solve real world mathematical problems with numbers up to 5. I can talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.	I am developing fast recognition of up to 3 objects, without having to count them individually ('subitising'). I can show 'finger numbers' up to 5. I can talk about and identify the patterns around me. For example, stripes on clothes, designs on rugs and wallpaper. I can use informal language like 'pointy', 'spotty', 'blobs', etc. I can make comparisons between objects relating to size, length, weight and capacity.	I know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). I can link numerals and amounts: for example, I can show the right number of objects to match the numeral, up to 5. I can understand position through words alone – for example, "The bag is under the table," - with no pointing. I can describe a familiar route. I can discuss routes and locations, using	I can experiment with my own symbols and marks as well as numerals. I can solve real world mathematical problems with numbers up to 5. I can talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. I can extend and create ABAB patterns – stick, leaf, stick, leaf.

	length, weight and capacity. I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. I can combine shapes to make new ones – an arch, a bigger triangle, etc.	I can describe a familiar route. I can discuss routes and locations, using words like ‘in front of’ and ‘behind’. I can compare quantities using language: ‘more than’, ‘fewer than’ I can recite numbers past 5 I can say one number for each item in order: 1,2,3,4,5.	I can extend and create ABAB patterns – stick, leaf, stick, leaf. I can notice and correct an error in a repeating pattern. I am beginning to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’	I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. I can combine shapes to make new ones – an arch, a bigger triangle, etc.	words like ‘in front of’ and ‘behind’. I can compare quantities using language: ‘more than’, ‘fewer than’ I can recite numbers past 5 I can say one number for each item in order: 1,2,3,4,5.	I can notice and correct an error in a repeating pattern. I am beginning to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’
Reception Maths	Count Objects, Actions and Sounds—Counting songs and rhymes, count objects of different arrangements (some	Count Objects, Actions and Sounds—Counting songs and rhymes, count objects of different arrangements	Count Objects, Actions and Sounds—Counting songs and rhymes, count objects of different arrangements	Count Objects, Actions and Sounds—Counting songs and rhymes, count objects of different arrangements (some that cannot be moved or seen)	Count Objects, Actions and Sounds—Counting songs and rhymes, count objects of different arrangements (some	Count Objects, Actions and Sounds—Counting songs and rhymes, count objects of different arrangements (some that cannot be moved or seen)

	that cannot be moved or seen) Subitise (Explore the composition of numbers to 10)—0-3 building to 0-5 Link Number Symbol (Numeral) with Cardinal Number Value—Linked to subitise. Ordering and counting numbers Count Beyond 10—Count up 20 and back from 10. Compare Numbers—Collections of objects to count (differing sizes) Use vocabulary: more than, less than Understand 1 More/1 Less— One more, one less nursery rhymes and songs. Automatic Recall of number bonds to 10—sustained focus on number to 5 (working wall	(some that cannot be moved or seen) Subitise (Explore the composition of numbers to 10)—0-5 and then linked to addition Link Number Symbol (Numeral) with Cardinal Number Value—Linked to subitise. Ordering and counting numbers Count Beyond 10—Count up 20 and back from 10. Compare Numbers—Collections of objects to count (differing sizes) Use vocabulary: more than, less than, fewer, the same as, greater, equal to Understand 1	(some that cannot be moved or seen) Subitise (Explore the composition of numbers to 10)—0-5 and then linked to addition Link Number Symbol (Numeral) with Cardinal Number Value—Linked to subitise. Ordering and counting numbers Count Beyond 10—Count up 30 and back from 20. Compare Numbers—Distribute items evenly (sharing) Odds, evens and doubles. Use vocabulary: more than, less than, fewer, the same as, greater, equal to, Understand 1 More/1 Less— One more, one less	Subitise (Explore the composition of numbers to 10)—0-3 building to 0-5 Link Number Symbol (Numeral) with Cardinal Number Value—Linked to subitise. Ordering and counting numbers Count Beyond 10—Count up 20 and back from 10. Compare Numbers— Collections of objects to count (differing sizes) Use vocabulary: more than, less than Understand 1 More/1 Less— One more, one less nursery rhymes and songs. Automatic Recall of number bonds to 10—sustained focus on number to 5 (working wall display) Continue, Copy and Create Repeated Patterns—AB Shape - Name 2D	that cannot be moved or seen) Subitise (Explore the composition of numbers to 10)—0-5 and then linked to addition Link Number Symbol (Numeral) with Cardinal Number Value—Linked to subitise. Ordering and counting numbers Count Beyond 10—Count up 20 and back from 10. Compare Numbers—Collections of objects to count (differing sizes) Use vocabulary: more than, less than, fewer, the same as, greater, equal to Understand 1 More/1 Less— One more, one less nursery rhymes and songs. Automatic Recall of number bonds to	Subitise (Explore the composition of numbers to 10)—0-5 and then linked to addition Link Number Symbol (Numeral) with Cardinal Number Value—Linked to subitise. Ordering and counting numbers Count Beyond 10—Count up 30 and back from 20. Compare Numbers—Distribute items evenly (sharing) Odds, evens and doubles. Use vocabulary: more than, less than, fewer, the same as, greater, equal to, Understand 1 More/1 Less— One more, one less nursery rhymes and songs. Automatic Recall of number bonds to 10—sustained focus on number to 15
--	---	---	--	--	--	---

	display) Continue, Copy and Create Repeated Patterns—AB Shape - Name 2D shapes and their properties.	More/1 Less—One more, one less nursery rhymes and songs. Automatic Recall of number bonds to 10—sustained focus on number to 10 (working wall display) Compare Length Weight and Capacity Continue, Copy and Create Repeated Patterns—ABB Shape - Name 2D shapes and their properties.	nursery rhymes and songs. Automatic Recall of number bonds to 10—sustained focus on number to 15 (working wall display) different conceptual variation (e.g. tens frames, PPW, numicon etc) Compare Length Weight and Capacity Continue, Copy and Create Repeated Patterns—ABBC Shape – Compose and decompose shapes so that children recognise a shape can other shapes within it (just as numbers can) Explore how shapes can be combined to make new shapes, e.g. 2	shapes and their properties.	10—sustained focus on number to 10 (working wall display) Compare Length Weight and Capacity Continue, Copy and Create Repeated Patterns—ABB Shape - Name 2D shapes and their properties.	(working wall display) different conceptual variation (e.g. tens frames, PPW, numicon etc) Compare Length Weight and Capacity Continue, Copy and Create Repeated Patterns—ABBC Shape – Compose and decompose shapes so that children recognise a shape can other shapes within it (just as numbers can) Explore how shapes can be combined to make new shapes, e.g. 2 triangles make a square. Notice 2D shapes in 3D Shapes.
--	--	---	---	------------------------------	---	--

			triangles make a square. Notice 2D shapes in 3D Shapes.			
PSED Nursery (Jigsaw)	Jigsaw: Being Me in My World/Celebrating Difference Who... Me?! How am I Feeling Today? Being at Nursery Gentle Hands Our Rights Our Responsibilities Class Rules: Behavioural expectations in the classroom	Jigsaw: Dreams and Goals/Healthy Me What am I good at? I'm Special, I'm Me! Families Houses and Homes Making Friends Standing Up For Yourself Oral Hygiene: teeth cleaning linked to visit from Brighter Smiles	Jigsaw: Relationships/ Changing Me Everybody's Body We like to move it, move it! Food Glorious Food Sweet Dreams Keeping Clean Stranger Danger Transition into Reception and School Readiness	Jigsaw: Being Me in My World/Celebrating Difference Who... Me?! How am I Feeling Today? Being at Nursery Gentle Hands Our Rights Our Responsibilities Class Rules: Behavioural expectations in the classroom	Jigsaw: Dreams and Goals/Healthy Me What am I good at? I'm Special, I'm Me! Families Houses and Homes Making Friends Standing Up For Yourself Oral Hygiene: teeth cleaning linked to visit from Brighter Smiles	Jigsaw: Relationships/ Changing Me Everybody's Body We like to move it, move it! Food Glorious Food Sweet Dreams Keeping Clean Stranger Danger Transition into Reception and School Readiness
PSED Reception (Jigsaw)	Jigsaw: Being Me in My World/Celebrating Difference Who...me? How am I feeling today?	Jigsaw: Dreams and Goals/Healthy Me What I am good at? I'm special, I'm me!	Jigsaw: Relationships/ Changing Me <u>We like to move it, move it!</u> <u>Food Glorious Food</u> <u>Sweet Dreams</u>	Jigsaw: Being Me in My World/Celebrating Difference Who...me? How am I feeling today?	Jigsaw: Dreams and Goals/Healthy Me What I am good at? I'm special, I'm me! Families Houses and Homes	Jigsaw: Relationships/ Changing Me <u>We like to move it, move it!</u> <u>Food Glorious Food</u> <u>Sweet Dreams</u> <u>Keeping Clean</u>

	Being at School Gentle Hands Our Rights Our Responsibilities Class rules: Behavioural expectations in the class/boundaries set Class rules	Families Houses and Homes Making Friends Standing Up for Yourself I know what it means to be respectful and to be treated with respect Independence: putting own socks and shoes on	<u>Keeping Clean</u> <u>Stranger Danger</u> <u>Healthy eating:</u> Year 1 readiness	Being at School Gentle Hands Our Rights Our Responsibilities Class rules: Behavioural expectations in the class/boundaries set Class rules	Making Friends Standing Up for Yourself I know what it means to be respectful and to be treated with respect Independence: putting own socks and shoes on	<u>Stranger Danger</u> <u>Healthy eating:</u> Transition into Year 1 Year 1 readiness
PD Nursery	Choo Choo Wiggle, Weave and Watch Walking, running, jumping, climbing, balancing, kicking, catching, threading, cutting, weaving, playdough, manipulating objects, using gross and fine motor Pencil grip Dressing / undressing independently	Pop the Bubbles Walking, running, jumping, climbing, balancing, kicking, catching, threading, cutting, weaving, playdough, manipulating objects, using gross and fine motor Pencil grip Dressing / undressing independently	Hide and Seek Walking, running, jumping, climbing, balancing, kicking, catching, threading, cutting, weaving, playdough, manipulating objects, using gross and fine motor Pencil grip Dressing / undressing independently	Choo Choo Wiggle, Weave and Watch Walking, running, jumping, climbing, balancing, kicking, catching, threading, cutting, weaving, playdough, manipulating objects, using gross and fine motor Pencil grip Dressing / undressing independently	Pop the Bubbles Walking, running, jumping, climbing, balancing, kicking, catching, threading, cutting, weaving, playdough, manipulating objects, using gross and fine motor Pencil grip Dressing / undressing independently	Hide and Seek Walking, running, jumping, climbing, balancing, kicking, catching, threading, cutting, weaving, playdough, manipulating objects, using gross and fine motor Pencil grip Dressing / undressing independently

ReceptionPD- Get Set 4 P.E	Threading, cutting, weaving, playdough Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond wholehand grasp Pencil Grip Use one hand consistently for fine motor tasks	Threading, cutting, weaving, playdough Fine Motor activities. Manipulate objects with good fine motor skills Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Draw lines and circles using gross motor movements Develop pencil grip and letter formation	Threading, cutting, weaving, playdough Fine Motor activities. Form letters correctly Cut a shape out using scissors Begin to draw Cut along a straight line with scissors Hold pencil effectively with comfortable grip Use one hand consistently for fine motor tasks Use one hand consistently for fine motor tasks	Threading, cutting, weaving, playdough Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond wholehand grasp Pencil Grip Use one hand consistently for fine motor tasks	Threading, cutting, weaving, playdough Fine Motor activities. Manipulate objects with good fine motor skills Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Draw lines and circles using gross motor movements Develop pencil grip and letter formation continually	Threading, cutting, weaving, playdough Fine Motor activities. Form letters correctly Cut a shape out using scissors Begin to draw Cut along a straight line with scissors Hold pencil effectively with comfortable grip Use one hand consistently for fine motor tasks
---------------------------------------	--	--	--	--	--	---

Expressive Arts and Design (3 and 4)	I can explore colour and colour mixing. I can take part in simple pretend play, using an object to represent something else even though they are not similar. I am beginning to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. I can make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Creating self-portraits	continually I can explore different materials freely, to develop my ideas about how to use them and what to make. I am developing my own ideas and deciding which materials to use to express them. I can join different materials and explore different textures. Making chocolate Baking biscuits Making lanterns, exploring Chinese text, using puppets to act	I can create closed shapes with continuous lines, and begin to use these shapes to represent objects. I can draw with increasing complexity and detail, such as representing a face with a circle and including details. I can use drawing to represent ideas like movement or loud noises. I can show different emotions in my drawings and paintings, like happiness, sadness, fear, etc. Edvard Munch 'The Scream' - stimulus for	I can explore colour and colour mixing. I can listen with increased attention to sounds. I can respond to what I have heard, expressing my thoughts and feelings. Easter crafts Planting seeds Exploring plants and flowers Exploring the weather Exploring paint to make firework pictures Making Diya lamps Singing Christmas songs Nativity / Christmas performance Dancing to music from different cultures	I can remember and sing entire songs. I can sing the pitch of a tone sung by another person ('pitch match'). I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. I can create my own songs or improvise a song around one I know. Create a jungle display Sing animal songs and rhymes Mother's Day crafts	I can play instruments with increasing control to express my feelings and ideas. Create an under the sea display Sand painting Exploring patterns on shells and pebbles Junk-modelling lighthouses and boats
---	--	--	---	---	---	---

	Painting still-life sunflowers Creating collages Junk-modelling trains Drawing maps Exploring musical instruments Making soup and baking Bread Singing Christmas songs Nativity / Christmas performance	out stories, Chinese dragon dancing, creating our own music	painting. Listening to music as a stimulus for art.			
Reception Expressive Arts and Design	Join in with songs beginning to mix colours Build stories around toys (small world) use available props to support role play Build models using construction equipment. Junk modelling, take picture of children's creations and record them explaining what they did. Exploring sounds and how they can be changed, tapping	Invent, design and create a new toy Use different textures and materials to make firework pictures Listen to music and make their own dances in response. Watch performances: ballet, musical, orchestra	I can produce a piece of artwork using an artists style as a stimulus can explore how colour can be changed I can talk about a famous artist. Artist: Jackson Pollock Exploring dripping, pouring and splattering	Provide children with a range of materials for children to construct with Create collaboratively: making 3d ladybird shells: papier mache: working in pairs	Junk modelling, houses, bridges boats and transport. Make different textures; make patterns using different colours Children will explore ways to protect the growing of plants by designing scarecrows. Mother's Day crafts Artwork themed	Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports. Colour mixing – underwater pictures. Father's Day Crafts Making boat models from recycled materials: link to keeping our sea clean Using clay to make a coil snail (link to the snail and the whale)

	out of simple rhythms. Play pitch matching games, humming or singing To draw a self-portrait (enclosing lines): draw definite features Feelings: taking photos of children acting out emotions Christmas decorations, Christmas cards, Divas, Christmas songs/poems Role Play of The Nativity Music: Christmas Songs	The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue Making lanterns, Chinese writing, puppet making, Chinese music and composition	to create abstract art. Building rockets - choosing 3D recycling shapes / different methods of attachment. I can recognise, create and describe pattern: fruits and veg . I can combine media to make a collage		observation drawings of plants, flowers, fruit and veg. Making fruit kebabs Encourage children to create their own music. Easter crafts printing, patterns on Easter eggs Rubbings of leaves/plants Andy Goldsworthy natural art Flower tile- clay Drama conventions through literacy	Drama conventions through literacy
Understanding the World. Reception and Nursey.	Identifying their family. Commenting on photos of their family; naming who they can see and of	Compare and contrast character from stories, including figures from the	Maps of our journey to school Features of local environment, maps of local area and	Growth & Change: butterfly life cycle I can show care and concern for living things in the environment.	Use images, video clips, shared texts and other resources to bring the wider world into the classroom.	Materials: Floating / Sinking – boat building Metallic / non-metallic objects Seaside long ago – Magic Grandad

	what relation they are to them. I can describe people who are familiar to me I can name parts of my body. Show interest in the lives of other people who are familiar to me I can recognise that people have different beliefs and celebrate special times in different ways I can talk about what they do with their family and places they have been with their family. I can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. I can show an interest in different	past: looking at clothes I can talk about significant events in my own experience I can talk about why things happen: melting chocolate & making bread I can recognise and describe special times or events for family or friends I understand the effects of changing seasons on the world around me	comparing places on Google Earth: I can describe special events. Growth & Change: frog life cycle I can tell you what a plant needs to grow (growing the beanstalk) I can understand the key features of the life cycle of a plant and animal.	I can start to develop an understanding of growth, decay and changes over time I can talk about some of the things I have observed such as plants, animals, natural and found objects. I can draw a simple map Similarities and differences between places	Listen to what children say about what they see Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. Celebrate Chinese New year Recognising that people have different beliefs Respecting difference Talk about lives of people around us Talk about experiences at different points in the year (class calendar for each month) Changing seasons: winter Ice experiments Knowing there are different countries in the world.	compare and contrast past and present Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. I can draw information from a simple map. I can talk about ways in which I can look after the environment Pirate maps (maps of school to find treasure)
--	--	--	---	--	--	---

	occupations and ways of life I can talk about things I have observed such as animals I show care for living things (pets) I can ask questions about aspects of my familiar world such as the place where I live or the natural world.					
--	--	--	--	--	--	--